



Little Learners
NURSERY GROUP

Special Educational Needs & Disability Policy

Reviewed: July 2021

To be reviewed: July 2022

Special Educational Needs & Disability Policy

Introduction

We believe that every child has the right to an appropriate education that gives them the opportunity to achieve their personal potential. Each and every child is important and valued. All staff are committed to the need for fully inclusive practice and each child is encouraged to take part in all areas of Nursery life. All SEN observations and intervention is in accordance with Waltham Forest's Local Offer, details of which can be found at

www.walthamforest.gov.uk/localoffer

Aims

As an inclusive nursery we believe that all children have the right to:

1. Education and care which enables them to become full, independent and active members of the community.
2. An experience that is broad and balanced with the maximum possible access to the curriculum.
3. Have their contributions and achievements recognised.
4. Be seen as individuals with differing interests, knowledge and skills.
5. An education where support, if needed, is seen as an entitlement rather than a special addition.
6. Careful monitoring and assessment of their individual needs in an appropriate context, ensuring that there are high expectations and appropriate targets.

The term Special Educational Needs and Disability (SEND) covers a wide range of needs:

1. Children with learning difficulties. These may be mild, moderate or severe and may be general or specific to one area of the EYFS Framework.
2. Children with behavioural and social, emotional difficulties. These may also be mild, moderate or severe.
3. Children with physical or medical conditions, which may or may not affect their learning and access to the EYFS Framework.

SEND Children

A child has SEND if they have a learning difficulty which calls for special educational provision to be made for them.

Senior Staff are responsible for the initial identification and assessment of SEN. They have responsibility for its provision within their room.

The nursery will ensure that:

1. Staff are able to identify and provide for children with special educational needs.
2. All children will have access to an appropriately differentiated curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the nursery)
3. All children are fully integrated into the activities of the nursery so far as is reasonably practical and compatible with the efficient education and care of children with whom they are educated and cared for.
4. Planning and assessment takes account of the type and extent of any difficulty experienced by any child.
5. Children are encouraged to take responsibility with us for their learning
6. Children's difficulties are identified as early as possible
7. Parents are informed and involved as partners in their children's learning
8. Effective partnerships are developed with outside agencies, where this is required
9. Roles and responsibilities of staff are identified.

Partnership with Parents

Partnership with parents plays a key role in enabling pupils with special educational needs to achieve their potential. Our nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Working with other agencies

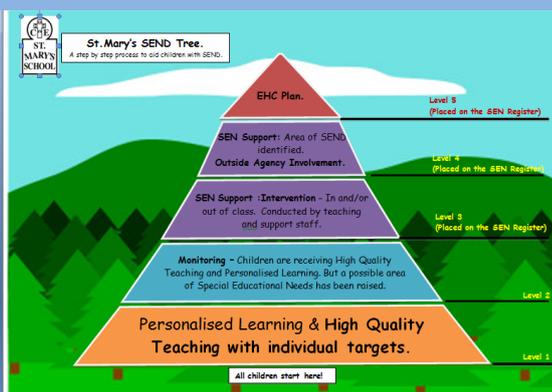
It is likely that meeting the needs of children with special educational needs will involve working with or talking to other agencies. The SENCo will be the link person and will ensure that reports and information are passed from other agencies to the staff and support staff to enable them to plan for and work with the child.

Identification of SEN

Children are identified and assessed through:

- Staff observations of children throughout the day
- Through the collection of staff assessments and moderated evidence.
- Information from parents
- Information from outside agencies that have contact with the child or family
- Information from reviews of support plans and provision maps

Identifying SEND



EHC Plans

In a very small number of cases (approximately 2% nationally) the LA will need to carry out a statutory assessment of special educational needs and then consider whether or not to issue an Education and Health Care Plan (EHC plan). An EHC plan is a thorough analysis of the child's needs accompanied by strategies to support the child's progress. All staff who work with the child will be involved in the gathering of information for statutory assessments. Details about the assessment process can be found in the SEN Code of Practice. EHC plans will be reviewed annually in Person Centred Reviews.

Roles and Responsibilities

Special Needs Coordinator

1. Overseeing the day to day operation of the SEN policy
2. Co-ordinating the provision for child's special educational needs
3. Liaising with and advising colleagues in planning an appropriate programme of intervention
4. Organising support for children with special educational needs including staffing, resources and materials.
5. For children with EHC plans, organising and chairing Person Centred Reviews (and when necessary Interim Reviews.
6. Contributing to and overseeing the records of all children with special educational needs
7. Ensuring all special needs children have a relevant provision maps or support plans
8. Liaising with parents
9. Liaising with external agencies, including the LA's support services and other support agencies and voluntary bodies.
10. Monitoring and evaluating the provision and reporting to the Board of Directors
11. Contributing to the in-service training of staff
12. Applying for funding

Nursery Practitioners and Assistants

1. Providing a differentiated curriculum
2. Planning to develop children's understanding through the use of all available senses and experiences
3. Planning for children's' full participation in learning and in physical and practical activities
4. Helping children to manage their own behaviour and to take part in activities effectively and safely
5. Helping children to manage their emotions, particularly trauma or stress, and to take part in activities
6. Providing support as appropriate for children in communication and language
7. Maintaining appropriately detailed records informing parents at the earliest opportunity of concerns about their children and enlisting their active help and participation
8. Tracking individual children's progress
9. Liaising with parents regularly about children with special educational needs